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ABSTRACT

This newsletter, announced here on a one time basis, is published by Earthrise, a Corporation engaged in futures research, education, and design. Typical issues report on activities conducted by Earthrise and those of similar organizations to stimulate information exchange on futures. In this issue futures studies is defined and defended, and a variety of programs in futures studied are categorized by level and type. Eight undergraduate programs; five graduate and continuing education programs; three K-12 programs; and nine programs, falling into the category of Other People and Resources, are described with addresses included for further information. Futures workshops, an editorial, and news of the development of The Future Book complete the issue. (JH)

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INTRODUCTION

This issue samples a few of the many programs emerging in futures studies, grouped into three levels by state:
- undergraduate programs (our own level of activity),
- graduate and continuing education programs, and
- pre-college, K-12, studies;

plus a sampling of futures education consultants and resources.

Already reviewed in Newsletter #05 are several programs:
- Jere Clark, Director, Center for Interdisciplinary Creativity, Southern Connecticut State College, New Haven, Conn. 06515. Telephone: 203-397-2102.
- Noel McInnis, Director, The Center for Curriculum Design, P.O. Box 350, Evanston, Ill. 60204.
- Dr. Frank A. Stone, Director, World Education Project, U-32, School of Education, University of Connecticut, Storrs, Conn. 06268.
- Frank Lucatelli, Human Educational Alternatives Research (HEAR) Inc., 511 E. Main St., Sturgis, Michigan 49091.
- Betty Reardon, Institute for World Order, University Program, 11 West 42nd St., New York, NY 10036. Telephone: 212-947-2190.

The futures education programs listed in this Newsletter are not competing for the same or even a fixed number of students, but rather are creating their own "student market" together. It is our hope that this issue will stimulate the exchange of ideas, information, materials, and students. We wish to thank all those who contributed to this issue and hope that it is well used by students and educators of the future. -TC-

WHAT IS FUTURES RESEARCH OR FUTURES STUDIES AND WHAT IS IT GOOD FOR?

by David C. Miller (September 1973)

"Futures Research is any serious, organized attempt to devise concepts and methods which can be used to conjecture intelligently about the future. Futures Studies is any serious, organized attempt to apply such concepts and methods to a specified topic for specified future period.

"The greatest value of Futures Research and Futures Studies is that they require us to identify and examine our fundamental--often unconscious--assumptions about what the future may hold, and what challenges and opportunities it may present. Because what might plausibly happen always greatly exceeds what actually can and will occur, Futures Studies and Futures Research requires us to consider two or more contrastive future conditions or states of affairs. These are termed alternative futures.

"Sound strategic planning and decision-making require that we be aware of and assess all the most significant alternative futures. Unfortunately, our estimates of and decisions about the future are often based on the single, intuitive assumption that essentially the future will be like the present. To the extent that Futures Research and Futures Studies can help us verify or refute such an assumption, the quality of our estimates and decisions can be improved. Futures Studies and Futures Research thus augment and provide a context for planning and decision-making."

WHY STUDY THE FUTURE?

Why study the future? Dennis Livingston, futures consultant, offers several reasons: first "to tell students what futurists are saying...to dissipate the air of mystery now surrounding the activities of futurists and to encourage students to critique the results of their work. Secondly, in going through the process of developing their own projections, students will become habituated in thinking in terms of alternatives, consequences, and preferred choices. Thirdly, to speculate about possible futures is to communicate one's opinions, beliefs and assumptions to other people."

James Dator, an active educational futurist in Hawaii, claims that "if there is any justification for teaching the past--and there are many justifications--there are even more for teaching the future, and the justifications for each are amazingly similar: for instance, if an image of what you have been influences your present actions, even more so does your image of what you may become. It is at least as important to clarify your images of the future as it is to clarify your images of the past, and one function of the academic study of the future is to clarify these images."

Dator also thinks that "our teaching of the future should be as 'futuristic' as its subject matter. Dull teaching can render boring the most exciting topics. Courses in futuristics should try to be as experimental as possible in instructional techniques; hoping that instruction in futuristics would not be confined to the classroom or the ordinary structures of academia."

Billy Rojas states (in Toffler's forthcoming book Learning for Tomorrow) "that in 1971 about 200 colleges had such offerings; in 1970 the figure stood close to 75; about 30 schools were involved in 1969; perhaps 16 in 1968 and only 3 the previous year. In other words, futuristics has enjoyed an almost exponential rate of growth in academia during a period when funding cutbacks have curtailed many other innovative projects. To be sure futures courses have not always survived the budget pairings. H. Wentworth Eldredge, the Dartmouth sociologist who has conducted an ongoing survey of developments in the field since its beginning, reports that twenty-nine teachers have discontinued futuristics activity altogether, 110 former classroom futurists are temporarily doing other things, while at least two futures teachers were denied employment when money allocated for frills was eliminated at their institutions. Yet at the levels of both higher and secondary education, futuristics is an idea whose time has come."

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UNDERGRADUATE

RHODE ISLAND: FUTURES LAB, UNIVERSITY WITHOUT WALLS

The FUTURES LAB is a comprehensive undergraduate program in futures studies--global/local planning toward the Year 2000. The FUTURES LAB offers a multi-disciplinary, learner-centered alternative to traditional education.

"The world future is a big place. How do we find our way in it? Acting on and for the future depends on having a plan of action. That plan, in turn, depends upon having an idea of where we're heading.

'Operating on this premise, the FUTURES LAB, an innovative "field study center" newly established as part of the University Without Walls Program at Roger Williams College, aims to alert people to the future consequences of current social and environmental conditions and to suggest alternative courses of action which will produce alternative futures. The FUTURES LAB is designed to teach people how to think rather than what to think. In this way, earth's citizens will become 'anticipatory rather than reactionary,' equipped to shape the future rather than passively let the future happen. The FUTURES LAB curriculum, called 'Designing Alternative Futures,' consists of training seminars, group projects and individual study, with strong emphasis on an interdisciplinary approach to multi-faceted problems. Students will devise their own projects with the help of facilitators/advisors and will develop those projects in three stages: (1) problem-seeking, (2) problem-stating, and (3) problem-solving. Once students have clarified and set their goals, they will be expected to apply various anticipatory design and futures planning techniques in examining social and environmental problems on the local level within a global context.

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[I have taken the prerogative to begin with our own Rhode Island FUTURES LAB, out of alphabetical order.]

"The FUTURES LAB is coordinated by Earthrise Inc., a Providence [RI]-based, non-profit organization which is developing a comprehensive approach to futures research, education and design. According to FUTURES LAB director, Thomas Carleton, futures research focuses on what will happen if we allow present social and environmental conditions persist. Futures education is preparation for and about the future, while futures design is envisioning and implementing alternative futures.

"As part of the FUTURES LAB curriculum, a three-week workshop will be conducted in January 1974. It will emphasize the design process--the how of achieving alternative futures, from creativity to group decision-making, to systems thinking--as well as emphasizing 'applied futuristics,' or what those alternative futures might be. Included in the workshop will be lectures by visiting experts, slide presentations, films, video tapes, gaming exercises, and intensive discussions. Such workshops will serve as training sessions for the participants in the FUTURES LAB.

"The FUTURES LAB operates on a 12-month calendar year, and students may begin their program on the first of any month. Registration is continuous. At the student's option, the program will culminate in a bachelor's degree (BA or BS) granted by the Union of Experimenting Colleges and Universities, of which Roger Williams College is a member. The program seeks a rich diversity of participants. Minority persons are encouraged to apply. At present, futures planning suffers from the lack of participation by women and 'Third World' persons. As Earthrise personnel express it, 'the future does not belong to the experts, we are all involved in the future every day...' "

Thomas Carleton, FUTURES LAB Director, P.O. Box 120 Annex Station, Providence RI 02901. Telephone: University Without Walls 401-751-6700.

CALIFORNIA: CREATIVE PROBLEM SOLVING

[This program is not futures studies per se, but overlaps many of its concerns such as decision-making and problem-solving.]

"The Creative Problem Solving Program is an interdisciplinary set of undergraduate courses, which integrates the ways of knowing and problem-solving of various professions, sciences and humanities. The program aims to prepare future professionals to take initiative and to make responsible decisions in complex, demanding situations. The program stresses that today's problems require people solutions, not just technical solutions.

"About twenty courses are offered with such titles as: Patterns of Problem Solving, Imaging the Future, The Community as People, Moral Foundations of Social Science, Speech and Community Action, Writing as Problem Solving, Man and His Environment, and Humanities, Sciences, and Problem Solving.

"The program integrates rigorous classroom and experiential learning, guided study and practicum or field-work projects. The program centers around the concepts, skills, value issues, tools, affective development, and practical experiences that are crucial in dealing with complex, socially-important problems.

Mike Van Horn, Creative Problem Solving Program, School of Architecture, University of California, Los Angeles, CA 90024.

FLORIDA: FUTURES RESEARCH AT FLORIDA INTERNATIONAL UNIVERSITY

Courses in progress taught by Dr. Jay S. Mendell include: "Technology and the Future of Society" and "Creativity and You." Courses in which Dr. Mendell teaches modules include "Dynamics of the Business Environment I & II" and "Consumer Behavior." A course planned by Dr. Mendell for winter '73 is "Futures Research and Studies (graduate).

Other activities of Dr. Mendell include preparing a conference on metrification in south Florida, a feasibility study of an F.I.U. Center for Information about the Future, consulting and contract research, and working as Innovation Editor for the "Futurist," sitting on the Editorial Advisory Board, "Technological Forecasting and Social Change" and the Editorial Advisory Board, "Technology Assessment."

Dr. Jay S. Mendell, Associate Professor of Futures Research, Florida International University, Tamiami Trail, Miami, Florida 33144.

NEW JERSEY: DIVISION OF THE FUTURE, FAIRLIEGH DICKINSON UNIVERSITY

"Futurism is a challenging academic discipline. But it cannot be pigeonholed in any one college or department. Its perspective of totality resists any such compartmentalization. That is why the educational approach followed in the new Division of the Future is unique. It works with and extends all colleges and traditional majors in the manner of an internal consortium; in effect, an intercollege structure--a rich series of partnerships. Specifically, the Division of the Future will service students and supplement existing programs in the Colleges of Liberal Arts, Business, Education, and Science and Engineering.

"Individual colleges tend to be vertical; the Division of the Future is lateral--it cuts across college and departmental lines. In short, one of the principles of Futurism is that everything is connected to everything else and that the education of young adults must recover the inherently interdisciplinary nature of the child.

"Another important characteristic of Futurism is multiplicity. Traditionally, the alignment was singular; one love, one job, one country, one planet. The face of the future will be multi-faceted: many loves, many jobs, many countries, many planets. Built into the program is therefore a strong and pragamatic stress on career-conversion planning so that graduates can flexibly change with changing times and jobs.

"Admissions: Students apply to one of the undergraduate colleges--Arts and Sciences, Liberal Arts, Education, Business Adminstration, or Science and Engineering, and then, if accepted, one may apply on a special application form, to the Division of the Future. Not all students admitted to the first will be admitted to the second.

"Course Concentration: A student admitted to both colleges works in both. He or she elects a major in one of the regular colleges and satisfies the requirements of that program and/or college. All futuristic courses are electives. A series of comprehensive clusters of courses have been designed to support, extend and enrich all majors in all colleges.

"General futuristic electives include such course as Communications (Multi-media Lab), Futuristic Jobs and Professions, History of Futurism (Time Machine Lab), Forecasting Techniques, etc.

"Then a specific series of courses have been grouped in three clusters which constitute the key developing areas for the next thirty years: Global Systems, Planning, Assessment and Forecasting Techniques; and Information and Communication Nets.

"Students may elect as many or as few of the futuristic courses as their curriculum permits. But the aim throughout is to train generalists-specialists. The futuristic perspective will provide the generalist framework; the selected major, the specialist emphasis.

"Faculty: The teaching and tutorial staff is basically a contractural faculty and is not limited to the academic world. The emphasis is not so much on credentials as on competence and the ability to communicate that competence. Many members of the faculty will be non-tenured. All students in the Division of the Future will become members of the World Future Society (Washington, DC), the international professional association of futurists in all fields. Students will receive the Society's monthly magazine, be involved in some of its professional and research projects, and be free to submit papers and attend its conferences.

"Internship Center: The Division of the Future will act as an 'academic broker' on behalf of its students arranging meaningful work-study internships with tutors and/or firms across the country and the world. An Internship Center will maintain a list of tutors and their subject areas on cassette and videotape so that students may 'sample' tutors before signing up. Arrangements for internships already have been secured with General Electric; IBM; Continental Can Co., Morris County Board of Planners, World Future Society, Orba, The Futures Group, etc."

Dr. Irving H. Buchen, Projector, Division of the Future, Fairleigh Dickinson University, Madison, New Jersey 07940. Telephone: 201-377-4700.

NEW JERSEY: PROGRAM FOR THE STUDY OF THE FUTURE, KEAN COLLEGE

"Throughout the world there is a growing interest in the utilization of man's knowledge and imagination to anticipate future developments in the natural environment and in human society. What was once regarded as a peculiar 'gift' of the prophet or the special talent of the science fiction writer--the ability to describe the future--now is seen increasingly as a necessary, legitimate and exciting field of intellectual endeavor.

"This field of study demands careful attention to current trends and projections; awareness of probable scientific and technological breadthroughs; keen insight into the probable effects of such breakthroughs: ability to construct a number of 'alternative view' or 'scenarios' of possible future developments.

"The student of future studies becomes aware of the many disparate disciplines needed to grasp the process of transition from today to tomorrow. His understanding of his world as it is and as it may be, his sensitivity to and acceptance of change and his readiness to act imaginatively and meaningfully are greatly enhanced. In essence, he is actually building on the insight, 'the past is prologue,' and is attempting to to participate in the writing of the drama of the future.

"Organizing principles: the Program for the Study of the Future is based upon three major principles:

- that an examination must be made of the historical matrix which produced modern industrial civilization, followed by an analysis of the impact of its technology;
- that there is the need to utilize human ingenuity to anticipate the future;
- that a future studies program will enable higher education to take a giant step toward making learning more relevant to contemporary existence by an emphasis upon present trends and developments and their relationships to both the immediate and distant future.

"The Program concentrates on discernment and integration, on the total approach rather than a piecemeal approach. This tends to aid students in their comprehension of the dimensions of the problems before man as well as the immense possibilities both for evil and good.

"The Program seeks to elicit a keen awareness of the world and to evoke creative imagination in facing probable problems and, where possible, surmounting them.

"The Program does not disparage the study of the past or any of the numerous, established disciplines. It does stress the fact that if we do not give more thought to what the future may be, there may not be a future.

"The Program avoids organizational or administrative rigidities and provides a maximum or opportunities for innovative ideas and fresh approaches.

"The Program, as here outlined, offers an excellent opportunity for a genuinely fruitful interdisciplinary approach to learning and to life.

"Advisory Council: To strengthen the Program's interdisciplinary character and professional expertise, the Executive Director will draw upon the resources of an Advisory Council comprised of distinguished leaders in business, industry and labor, education, science and the professions.

"Conferences and Symposia: In order to serve the wider community of all those who have a concern for probable future developments, the Program for the Study of the Future will sponsor conferences and symposia exploring those topics which may have significant impact on society.

"Structure: Essentially, the Program is built around three courses which may be considered a core of future studies:

- Dreams and Nightmares: Utopias and History;
- Planning for Tomorrow Today: Alternative Futures;
- Interdisciplinary Seminar on Futurism.

Howard F. Didsbury Jr., Director, Program for the Study of the Future, Kean College of New Jersey, Union, NJ 07083. [formally Newark State College at Union] Telephone: 201-527-2077.

NEW YORK: FUTURES STUDIES SOUTHAMPTON COLLEGE

"The 'Long-Range-Goals-for-Mankind' program is undergoing a revision and is at present [October 1973] inactive. It is expected to emerge as an undergraduate program in 'Futures Studies, with a long range goals for mankind focus.'

"Futures Studies broadly refers to research concerning alternative futures for intelligent systems. A long range goal for mankind is one that cannot be realized by the generation that poses the goal, while a short range task is one that can possibly be realized by the posing generation.

"Futures Studies explored here as an interdisciplinary academic major:

- will stress the burdensome role of choice (tempered by decision analysis, benefit-risk analysis and systems analysis) within available alternatives;
- will contend that one intelligent system, namely man can and should adopt a long range goals for mankind (systems) orientation and during his lifetime preferably engage in the short range tasks consequent to the orientation;
- will explore as required the physico-chemical basis for the development in nature of organisms, their behavior, intelligence and consciousness;
- will make a study of forecasting methodologies, premodeling, and the integration of the two;
- will develop scenarios of alternative futures for the varied aspects of individual and social activity
- and most important of all, will chart a new destiny for choice within a philosophy of creativity and the potential technical abilities in nature.

"In transacting this intellectual effort, the Futures Studies program:

- will innovate as necessary;
- will be dynamic in its methodology;
- will require the participant to gain project based field experience in the U.S. and other parts of the globe; and
- will be activist in its social design platform."

R. Achuthan, Director, Futures Studies, Southampton College of Long Island University, NY 11968.

WASHINGTON DC: COMMUNITY TECHNOLOGY INC. UNIVERSITY WITHOUT WALLS

"Community Technology Inc., a non-profit corporation, is concerned not with the study of 'alternative futures' but the creation of them, through the development of alternative presents.

"Our goals are to de-mystify technology; to challenge the accepted economies of scale which have led to the lumbering, unresponsive and, in fact, inefficient, concentrations of power that direct science and industry, as well as government, and to develop and demonstrate the possibilities of decentralized, small scale, knowledge intensive (rather than labor or capital intensive) technology in the direct service of human needs and inagination in an urban community--specifically, the Adams-Morgan area of Washington DC, a racially and economically diverse neighborhood of some 30,000 people.

"We are pursuing these goals in several ways:

- an information clearinghouse, that will gather and disseminate information on low impact technology work done by other groups, research and publish pamphlets and books on such diverse topics as 'How to fix you plumbing' and 'what does the energy crisis have to do with the price of tomatoes in Peoria?' as well as more technical work;
- produce a syndicated newspaper column, and republish out-of-print or hard-to-find articles and books that have become sought-after 'classics' among alternative builders;
- demonstration projects, including--already underway--high-density trout culture in basement-sized areas, development of a self-tracking solar cooker, rooftop hydroponic greenhouses for high-yield, year round vegetable production, and use of our machine shop for reclamation of 'junk,' an unrecognized but abundant urban resource, as well as--planned--investigations into wind power and non-wasting 'waste' disposal and utilization;
- other plans include a survey of skills, tools, and resources of the community, the redesign of community facilities, such as transportation, and the development of co-operative community industry.

"We would welcome the participation of interested individuals, either by working with us or by keeping us informed of related activities in your area.

"Communitas College, a local [Washington DC] affiliate of the University Without Walls [Rhode Island] is developing a degree program [BA or BS] around the concept of 'community technology.' Student-designed projects--whether independant, or in conjunction with Community Technology Inc., or other groups--in such areas as science, technology, health, futures, etc. (as they relate to community self-control) may be arranged."

Gil Friend, Community Technology Inc., 1717 18th St. N.W., Washington DC 20009. Telephone: 202-232-4108.

GRADUATE & CONTINUING EDUCATION

CALIFORNIA: CENTER FOR FUTURES RESEARCH, UNIVERSITY OF SOUTHERN CALIFORNIA

"The Center for Futures Research (CFR) is dedicated to research into the fudamental causes and directions of social change, and the design of new policies and strategies that will permit the further development and enrichment of the life processes of human beings on 'Spaceship Earth.'

"This requires an unusual form of research that is anticipatory, holistic, creative, multi-disciplinary, and oriented to social invention. The products of this kind of research are not academic exercises, although faculty and students often do participate. Rather, they are designed to assist corporate and public agency policy-makers by providing: (1) forecasts and technology assessments that form some basis for assumptions about alternative future possibilities; (2) direct assistance in the design and enhancement of planning processes that allow an organization to formulate and implement long-range strategies; and (3) the invention of new methodologies and information systems that can help structure their thinking about the future.

"Socio-economic Forecasting Program: this area is concerned with the development of comprehensive long-range forecasts, scenarios and conjectures concerning major social and economic problems. One study was completed and three others are still in progress in this area. The completed study, sponsored by the John Randolph and Dora Haynes Foundation, involved the forecast of the long-term economic impacts of stable or declining populations. The other three studies were devoted to a twenty year forecast of American society, the future of the real estate industry, and the future of business education.

"Technology Assessment Program: this program is concerned with studies of the impact of proposed technological changes upon society. Three studies were undertaken in this area in the past year. A Delphi study of the long-term social implications of the use of computers across national boundaries was completed and the final report presented to the American Federation of Information Processing Societies. The other two studies were in the area of the telecommunications transportation trade-off, and the future of energy systems.

"Systems and Methodology Program: the field of futures research is a relatively new one. While a great assortment of techniques for long-range planning and forecasting exist, there are many policy making and strategy formulation problems for which the techniques are wholly inadequate and often non-existent. The Center is well aware of its obligation to contribute to the state of the art of methodology development and attempts to do so wherever possible in the context of its applied research efforts."

Burt Nanus, Director, Center for Futures Research, Graduate School of Business Administration, University of Southern California, University Park, Los Angeles, CA 90007. Telephone: 213-746-5229.

HAWAII: PROGRAM IN FUTURES RESEARCH, UNIVERSITY OF HAWAII

As reported in Newsletter #06, Hawaii is the most active state in futures planning. Hawaii's Commission on the Year 2000 generated several noteworthy programs including legislation in 1971 to create a Hawaii Research Center for Futures Study at the University of Hawaii. "Other futuristic activities at the University and the East-West Center both preceded and followed the Governor's Conference on the Year 2000:

- from 1969, teaching of more than 30 courses at the University of Hawaii dealing with futuristics;
- four special classes in futuristics for teachers held at the request of the State Department of Education through the College of Continuing Education and Community Service of the University;
- special innovative grant to explore the development of an interdisciplinary academic program in future studies at the University;
- establishment at the Social Science Research Institute of the University of Hawaii a Program in Futures Research;
- more than one hundred community lectures on futuristics by various members of the Commission."

James Dator, Program in Futures Research, c/o Department of Political Science, University of Hawaii, 1914 University Ave., Honolulu, Hawaii 96822.

[The preceeding was extracted from an article by James Dator, "Orienting Hawaii to the Future: Multi-Mode Adult Education," appearing in Michael Marien & Warren Ziegler (eds.), The Potential of Educational Futures (Charles A. Jones, 1972).]

MASSACHUSETTS: FUTURISTICS PROGRAM, UNIVERSITY OF MASSACHUSETTS

GRADUATE: FUTURISTICS PROGRAM

"The Futuristics Program is part of the Educational Policy Studies 'cluster' at the School of Education at U. Mass., Amherst. It was founded by two doctoral candidates in early 1970 and it continues to be run almost entirely by its graduate students. The Program leads to an Ed.D. (doctor of education) degree and takes about three years starting with a bachelors or two years starting with a masters. Program members work in three general areas:

- Long-Range Social Forecasting--including both the methodologies of forecasting and the major foreseeable problems and opportunities facing us. The techniques are somewhat specialized but the content is literally world-wide in scope.
- The Future of Education--including both the alternative possible social contexts for education and the changing possibilities within education.
- The Development of Future-Oriented Education--developing curriculum concepts, materials, and methods for creating a future-oriented learning environment.

"In practice, the program is a happy anarchy, with fifteen grad students each designing and following his own individualized program. Thus, a particular student may emphasize or de-emphasize one of the three areas with respect to the others.

UNDERGRADUATE: FUTURE STUDIES TEACHER PREPARATION PROGRAM.

"This Program leads to teacher certification in Mass. (and other states with reciprocity). Undergraduates wanting elementary certification usually major in education, while prospective secondary teachers generally get their degree in the field in which they plan to teach (i.e., history teachers major in history, not education).

"Students in Future Studies cover the same general areas above for the graduate program, except that forecasting methodology is minimized and there is naturally a great deal of emphasis on curriculum and methods. Each student's program is adapted as far as possible to the age level, subject area, and general type of school where he or she wants to teach, and to the student's own special interests. Outside of Future Studies, program members are encouraged to get the broadest possible range of subjects and learning experiences, with some emphasis in the social science areas.

"The objectives of the program derive from a simple observation: the kids right now in school will spend most of their lives in the 21st century, yet very little of the education they get is relevant even today. A newly-certified teacher may have a career that stretches to the year 2015 A.D. A student taught at the midpoint of that career will have an adult life stretching roughly from the year 2000 to the year 2050. Thus the average application of that teacher's training will be to prepare people for life in the year 2025 A.D. (Some students taught at the end of that career will, of course, live to see the twenty-second century.)

"Given these simple facts, we see the attempt to acquaint prospective teachers with the future--the world in which they will teach and in which their students will live--as a minimum necessary fundamental of teacher preparation."

Draper Kauffman, Program for the Study of the Future in Education, School of Education, University of Massachusetts, Amherst, Mass. 01002.

WASHINGTON DC: NEW WORLDS TRAINING & EDUCATION CENTER

"There is an increasing demand for participatory decision making, comprehensive planning, positive future images, executives to function with global/interdependent awareness, and future management skills. Today, engineers find themselves in environmental and political controversy, biological researchers seek legal and economic advice, and lawyers find themselves learning sociology and technological assessment. Such trends toward rennaisance living with increasing complexity and high mobility's serial careers require new forms of leadership training not found in our universities.

"Objectives: At the end of one year, residents will have a conversant knowledge of major disciplines, including their interdependency, future potentials, comprehensive and systematic analysis, planning, and research skills. They will have demonstrated their future-oriented management skills in a variety of experiences. By providing an intellectual environment and base of the growing 'futurists' movement, the world's best scholars and thinking will be attracted to: synthesize new thought in information packages and systems useful for the wide range of institutional and and individual needs, create a model for transdisciplinary education which can concurrently integrate general knowledge and 'breakthrough' information, integrate the arts into the learning process as a necessary step toward cultural understanding and the development of new and common images of the future.

"The Educational Challenge: The Center is integrating and will continue to integrate the very best of educational design. Major educational assumptions include (1) people learn best what interests them most when they are interested; (2) primary sources are more reliable and stimulating than secondary sources; and (3) learning is more completely retained in immediately and directly related to purposeful action. Hence the educational criteria include: resident-centered, self-paced learning; rich cross-section of experiences at different levels of complexity; instruction by primary authorities and outstanding scholars; emphasis on personal contact; learning for mastery philosophy as demonstrated by resident's developing portfolio; and the utilization of the latest technology (video, audio, computer, etc. assisted instruction). The Center serves as a spring board rather than the only place for learning. In general the resident's time is divided: 1/5 required sessions, 1/5 independent research, 1/5 field work and internships, and 2/5 resident determined and lead activities.

"Design: Rather than full-time faculty members, Active Colleagues from several countries will be available through correspondence, phone, audio/visual tapes, or short seminars at the Center. Active

Colleagues will also assist in field experiences. Residents will use and up-date a unique and specifically designed system for NWTEC called the Branching Information Tracing System (BITS).

"Evaluation and Completion of Training and Education: Although residents choose their learning styles, competetency must be demonstrated through a portfolio of activities in environment, technology, production, government, social needs, transnational affairs, information, arts, biological and physical sciences, nature of man...

"Costs: Tuition is $2000 per full calendar year. There are possibilities for paid work/study internships, scholarships, and work with The Committee for the Future, Inc."

Jerry Glenn, Acting Director, New Worlds Training and Education Center, 2325 Porter Street, N.W., Washington D.C. 20008. Telephone: 202-966-8830.

MINNESOTA: UNIVERSITY OF MINNESOTA

Dennis Livingston reports ("Media & Methods," March 1973) that "the University of Minnesota has just established MA and PhD degrees in Educational Futures in the Department of Social and Philosophical Foundations of Education." [No further information available at this printing time.]

University of Minnesota, 720 Washington Ave. S.E., Minneapolis, Minn. 55455

PRE-COLLEGE, K-12

NEW YORK: JOHN F. KENNEDY HIGH SCHOOL

"In order to respond to a growing interest and need for a more meaningful and relevant curriculum, a group of faculty members at John F. Kennedy High School in Somers, NY developed an innovative interdisciplinary program for a select group of 25 seniors entitled 'Towards the Year 2000.' This Futures Studies Program is a one-semester course, involving faculty members from the English, History, Mathematics, Religion and Science departments. The students, therefore, elect only this course for the first semester, and their schedule allows for more fluid arrangement of time. The students were selected on the basis of their responses to some probing questions as to why they felt this course would be beneficial to themselves.

"The goal of the course is for the students to become aware of present trends in today's society and with this awareness make value decisions upon the projected future. This goal is achieved by constantly establishing ways in which the students ask the following questions:

- What kind of person is man now?
- What are the dominant trends in his life?
- What kind of person is likely to emerge in the Year 2000 according to your values?
- What can you do to assure that man is the type of person you described in number 4?
  - You, as an individual.
  - You, as a member of a group.

"The curriculum is divided into three units: (1) Man in Search, (2) Man in Search of Education, and (3) Man vs. Technology: Survival of the Fittest? During the unit 'Man in Search,' the students deal with such questions as 'Is death necessary?' 'Is man rendering God's decisions in relationship to the production, prolongation and preservation of life?' 'Can behavior be controlled?' 'Is man seeking for new forms of religious expression?' 'Is the computer depersonalizing man?' In probing these questions, the students read current periodicals, attend lectures delivered by experts in the field, view relevant movies, filmstrips and slide presentations, write and present papers, and discuss with the team of faculty members on a seminar level. Throughout the six week period the students work on a creative project which in some way, demonstrates 'Man in Search' as they would choose to express it.

"In the second unit 'Man in Search of Education' the students examine present trends and future perspectives in education on the elementary, secondary, and college level. During this time they visit, as a team of three or four, one innovative elementary school, two high schools (one traditional and one innovative), and one college, making a comparitive study of their findings. A number of local educators address the students on areas ranging from curriculum and methodology to extracurricular activities on the three levels they have investigated, in relation to their emerging future.

"In the third unit the students look at today's society to determine if the machine will 'take over,' or if the ecosystem will change so radically as to destroy us, or if communication will create a global peace or break down completely. They will also ponder the changing social structure within marriage, family life, government and cities."

Sister Ellen Curry, RDC, John F. Kennedy High School, Route 138, Somers, New York 10589. Telephone: 914-232-5061.

WASHINGTON STATE: PROJECT USE, BELLEVUE & SEATTLE PUBLIC SCHOOL DISTRICTS

"Project USE has two major components -- instructional and inservice -- each incorporating both environmental and human relations concerns. While no specific student instruction on human relations and/or ethnic understanding is intended, the effects of an instructional format involving students of different ethnic and cultural groups is of considerable importance to the project and these efforts will be assessed as part of the project evaluation. The overall project objectives for 1973-74 are limited to the awareness and problem identification perspectives of the fifth and sixth grades (due to reduced funding). The most critical areas for the 1973-74 period are an increased teacher background in the concepts related to energy, a major focus of the sixth grade program."

The instructional component for Project USE includes:

- 5th grade--environmental awareness;
- 6th grade--energy in Puget Sound;
- 7th grade--solutions to environmental problems; and
- 8th grade--commitment to solving environmental problems.

The inservice component for Project USE includes:
- increased teacher understanding of environmental concerns;
- development of transportable instructional units and learning strategies; and
- increased acceptance of and capability for operating in a multi-ethnic setting.

William J. Stocklin, Assistant Director, Project USE, 310-102nd Ave. N.E., Bellevue, Washington 98004. Telephone: 455-6112.

NEW JERSEY: DEPARTMENT OF EDUCATION

The Division of Research, Planning and Evaluation is planning to design a full year futures curriculum for the high school and junior college levels and a small curriculum module on "inner space" for schools not opting for the full formal course. Earthrise Newsletter #06 reports that "the futures study group has been doing their homework: sifting bibliographies, holding seminars with 'experts' [including Russ Kolton of Earthrise] and evaluating methodologies."

Robert E. Weber, Director, Human Potential and the Year 2000, Division of Research, Planning and Evaluation, New Jersey Department of Education, 225 West State St., P.O. Box 2019, Trenton, New Jersey 08625.

OTHER PEOPLE & RESOURCES

KEN DAVIS

"I have designed and facilitated various futures courses and workshops. These include:
- a University of Michigan course intitled '1994,' based loosely upon Robert Theobald and J.M Scott's Teg's 1994. For this course I developed a set of materials called 'The Utopia Game;' a discription, with sample materials, will appear in the November 1973 issue of Simulation/Gaming/News.
- a future-oriented section of Michigan's freshman english course. Entitled 'Quest for Utopia,' the course took a gaming approach to three modern utopian novels and involved students in the creation of their own utopian visions.
- a week-long camping experience for high-school students, designed and run for the United Churches of Christ of western New York State. Through playing a version of 'The Utopia Game' (modified for this purpose with the help of local camp organizers), campers created and 'lived in' cities of the future. The camp staff are interested in, and available for, facilitating similar experiences for other groups.
- a Michigan course on the future of education. For this course, now in progress, I have received a grant from the University's Center for Research on Learning and Teaching for the design and operation of a dormitory-based computerized learning system. Class members and I have organized ourselves into a collective, called 'The Couzens Machine,' for this purpose.

Ken Davis, 1116 McIntyre, Ann Arbor, Michigan 48105 Telephone: 313-662-0840.

DCM ASSOCIATES INC.

"DCM Associates is a private firm devoted exclusively to the production of instructional and informational materials and related services for futures education, through the ADVENT Program.

"ADVENT consists of three new tools for Futures Studies and Research [FSR]:
- FSR Curriculum Guide, a 96-page modular introduction to the field, designed for classroom use or self-study at the college, graduate, and adult levels;
- FSR Learning Resources Guide, a selective 112-page Guide to 256 books, 41 reports, 52 articles, 114 16mm films about the future plus a suggested list of nearly 600 popular songs and 800 poems about time and the future;
- Questions and Answers about FSR, a 60-minute audio cassette features a lively, informal 'rap session' by ADVENT's co-directors [David C. Miller and Ronald L. Hunt] with Maryjane Dunstan, well-known co-author of Worlds in the Making.

DCM services include "consultation/technical assistance by contract or retainer, offered on a negotiable basis. Typical services include instructor/trainer workshops, design/development/conduct/evaluation of courses, learning materials, or curricular program plans." Telephone lectures and technical assistance is another service "intended mainly for persons or organizations newly interested in Futures Education whose budgets are limited.

David C. Miller, DCM Associates, 908 Fox Plaza, San Francisco, CA 94102. Telephone: 415-626-3125.

EARTHRISE INC.

Earthrise is developing a number of simulations and games in our travelling workshops which we intend to distribute as a "Futures Education Kit" later in 1974. At present the games are demonstrable in our "Futures Awareness/Futures Action" workshops, ranging from a minimum of a three-hour intense introduction to futuristics to a three-day seminar emphazing decision-making and forecasting skills.

Discussion exercises and games under development include the "Designing Alternative Futures Exercise;" an adaptation of Stuart Dodd's "Futures Molding Games;" "Problem-solving Matrix Exercise" directed to either global, local, or personal situations; and "Global Futures" simulation/board game (originally called the "World Game-Game").

Russell Kolton, Earthrise, P.O.Box 120 Annex Station, Providence, R.I. 02901.

EDUCATION VENTURES INC.

EVI is "committed to truly productive change in education, and we believe that purpose can best be served in developing innovative 'modules,' units of teaching-learning material designed for anywhere from a few days to a few weeks of classroom time."

One game :Land Use: is "a game for planners. Students working in small groups and using removable, stick-on playing pieces, are given the challenge of creating a community of homes on a ten-acre site with the least possible harm to the environment. A four page teaching-guide suggests important patterns for post-game

discussion of the alternative procedures, legal questions, and value judgements brought forth during play of the game."

"Graphigames is a series of surveys to help students examine group attitudes, discuss issues, and learn social science skills of polling and data analysis." Surveys include political attitudes, citizenship attitudes, and a do-it-yourself version.

"The World Puzzle is a multi-level activity designed to provide new excitement in learning geography skills and new initiatives in learning geographical concepts. The World Puzzle is a 2 by 3 foot map of a composite land mass, equivalent to about 65 per cent of the land surface of the earth and including all major landforms and vegetation/climate areas in proportion. The World Puzzle facilitates the examination on new concepts of global ecology and humankind-earth interrelationships."

Educational Ventures, Inc., 209 Court St., Middletown Conn. 06457. Telephone: 203-346-2548.

DENNIS LIVINGSTON

"I have established a consulting service for education in alternative world futures. This service has four components: first, seminars and workshops for teachers and students on materials and techniques available for teaching futuristics at any educational level. Second, public lectures to classes and community groups on such subjects as alternative world futures and science fiction and society. Third, short courses, for an intersession (one month) or quarter time period, on futuristics. Fourth, advice to students enrolled in independent study projects in futuristics. Within futuristics, the particular subjects on which I am knowledgeable are world order/peace studies, science fiction, utopias, and the impact of science and technology on society. I have a Ph.D. in political science from Princeton and have taught college courses on international relations and world futures at UC Davis and Case Western Reserve University. My writing on futures education includes the following: "Schooling Up for a Future with the Futurists" (Media and Methods, March 1973) "Science Fiction Taught as Futurology" (Extrapolation, May 1973), "Science Fiction as an Educational Tool" (in Alvin Toffler, ed., Learning for Tomorrow, Random House, forthcoming in early 1974).

Dennis Livingston, Ph.D.,2640 Dartmoor Road, Cleveland Heights, Ohio 44118. Telephone: 216-932-3334.

RHODE ISLAND: DEPARTMENT OF EDUCATION

In the fall of '72 a "Futures Task Force" was proposed to "study, forecast, design and realize alternative futures for the State of Rhode Island. This is to be accomplished in concert with the master planning process which is now being undertaken by the Department of Education. The Futures Task Force will function in both a supportive and active role. It will disseminate futurist information which generate discussion and debate about futuristics."

"This task force will be involved very broadly with the raising a futures consciousness among (1) other planning groups involved in the master planning process, including coordinating councils, task forces and ad hoc advisory groups, (2) the State Department of Education and (3) other relevant publics including school committees, superintendents, teachers, students, and parents, and business and labor groups. It will try to engage these groups in futures thinking and to broaden their understanding of futuristics."

The Futures Task Force first met in Febuary and disbanded in May; its coordinator (its "futures intern") left Rhode Island to continue his studies in anthropology in Peru. He left feeling "that the concept of such a task force may be an idea born before its time or perhaps the group was operating in too much of a vacuum. In any case the group seems to have lost momentum." A paper entitled "The Development and Organization of the Futures Task Force" was prepared and should be available from Master Planning, State Department of Education, Hayes Street, Providence, Rhode Island 02908.

SIMILE II INC.

Simile II designs and distributes a number of simulations and games appropriate for futures studies. An example is "Conflict," which "presents students with a specific, concrete, proposal for maintaining peace in the world." This game was developed by Gerald Thorpe for the World Law Fund. It is appropriate for college and high school students; it accomodates 27-42 students; and is played in 5-8 periods of 50 minutes each. Another is "Starpower," their most popular game. "It is a game in which a low mobility, three-tiered society is built through the distribution of wealth in the form of chips. The game is used to stimulate discussions about the use of power." This game can be played in one fifty minute period and is appropriate for any groups beyond the sixth grade.

Simile II, P.O. Box 1023, La Jolla, Cal. 92037. Telephone: 714-459-3719.

WORLD INSTITUTE

"Many people are ignorant of the vast number of trend analyses, forecasts, social critiques, and policy proposals that can broadly be considered as 'futures literature.' For others, it is a case of information overload -- too much to consider in too little time. For both the underloaded and the overloaded, assistance is needed for ready access to the essential thinking of our times.

"The World Institute is therefore sponsoring a series of critical guidebooks designed for policy-makers, researchers, teachers, librarians, students, and concerned citizens. The guides will serve as a leadership force factor in identifying and stimulating the new understandings--the new paradigms--that are necessary in our turbulent era.

"An initial draft of a prototype guide to a major problem area has been completed by Michael Marien, the Project Director. The World Institute Policyguide for Health: A Bibliocritique of Trends, Forecasts, Problems, Proposals abstracts more than 600 books, articles and commission reports having to do with the health of the people, nutrition and drugs, biomedical developments, proposals for medical care and mental health, manpower and public education, and emerging methodologies for creative thinking and policy design. Summary comments introduce each section of the guide, and a selected list of 65 items for essential reading is

derived from the guide's unique rating system that assesses each item as to level of complexity and general value. Additional policy guides devoted to broad problem areas will be prepared by Marien and others.

"A still broader guide linking together literature in all problem areas is also being prepared by Michael Marien, with annotations of Canadian material by Hugh Stevenson of the University of Western Ontario. The World Problem Handbook, North American Edition will offer a general overview of some 3000-5000 items, with major categories devoted to overviews of the human condition, natural systems (resources, environmental concerns), urban systems (including housing and transportation), other man-made systems (such as communications, education, the economy, the military, criminal justice, the family), the individual, methodology, and further information (periodicals and bibliographies). A first draft will be available in late 1974.

"A different means of access to important contemporary thinking is to focus on selected individuals throughout the world. Arthur Harkins, Carol Harkins, and Richard Kindy of the University of Minnesota are preparing The World Institute Global Advisors Guide. This unique compendium will identify the recent and most important thinking of some fifty or sixty leading generalists/critics/futurists who are pointed to important directions in which we are headed or ought to be headed. Major works of each person will be extensively annotated, and further bibliographic information will be provided. An initial report if this survey will be finished in late 1973.

"Finally, as a complementary effort to the above, H. Wentworth Eldredge of Dartmouth College will continue and deepen his survey and analysis of university-level courses and programs in futures studies, policy-sciences, technological forecasting, etc., first begun in 1968 [with Billy Rojas]. The resulting World Institute Futures Education Survey, ready in 1974, will be addressed to teachers and prospective students, indicating the variety of possibilities for serious study of societal trends, forecasts, and proposals, as well as suggesting directions for improving these activities."

Michael Marien, World Institute Council, 777 United Nations Plaza, New York, N.Y. 10017.

TO ALL THE PEOPLE AND GROUPS WHO CONTRIBUTED TO THIS ISSUE, PLEASE KEEP US INFORMED OF THE PROGRESS OF YOUR WORK. WE WOULD LIKE TO EXPAND THE LISTINGS OF PEOPLE AND GROUPS WORKING IN FUTURES THROUGH EDUCATION. IF YOU KNOW OF OTHER PROGRAMS IN PROGRESS OR PLANNED FOR THE NEAR FUTURE, LET US KNOW AND WE WILL ATTEMPT TO PUT YOU IN TOUCH WITH OTHER PEOPLE AND GROUPS DOING SIMILAR WORK.

EARTHRISE CAN BEST FUNCTION AS A FACILITATOR OF INFORMATION EXCHANGE AMONG PEOPLE AND GROUPS WORKING IN THE AREA OF FUTURES. THROUGH THE COMPILATION OF THE LAST THREE NEWSLETTERS, WE HAVE LEARNED A GREAT DEAL. WE WOULD LIKE TO CONTINUE THIS PROCESS AND LEARN MORE.

ALTHOUGH WE ARE A SMALL GROUP AND SERVE A SMALL PUBLIC; WE WOULD LIKE TO PASS ON, THROUGH OUR NEWSLETTER, AS MUCH CURRENT INFORMATION AS WE CAN. TO DO THIS WE NEED YOU HELP. THE INITIAL WORK ON 'THE FUTURE BOOK' (SEE NEXT PAGE) WILL BE IN THE FORM OF THIS NEWSLETTER, AND WILL CONTINUE OUR EFFORTS AT BRINGING TOGETHER SOME OF THE PEOPLE AND GROUPS WORKING IN THE AREA OF FUTURES.

THANK YOU, RUSSELL KOLTON, DIRECTOR, EARTHRISE.

FUTURE 'FUTURES WORKSHOPS'

January 3 to Febuary 23, 1974, South Carolina
"Sociology of the Future" course
coordinated by Furman University

As part of the course "Sociology of the Future," a lecture series called "Man in the Year 2000" will include Daniel Bell, John W. Davis, Carl Madden, John McHale, and Dean Rusk [and tenatively Earthrise].

Contact: Dan Cower, Department of Sociology, Furman University, Greenville, SC 29613

March 23, New York
Futures Workshop: Global Futures Game
Dutchess Community College
State University of New York
Poughkeepsie, N.Y. 12601
Contact: Robert McKinney

April 19-21, California
"Futures Education"
coordinated by Earthrise:

This is a weekend workshop in values, alternatives and problem-solving, to be held at Mills Hall, Mills College Seminary Ave. and MacArthur Blvd. Oakland, California. This workshop will be coordinated by Earthrise and the Institute for World Order Studies and sponsored by the Education Extension of the University of California at Berkeley.

Fee: $58. Academic credit can be arranged.
Contact: Susan Ker, Program Representative, Education Extension, University of California, Berkeley, CA.

April 26-27, California
"Design Science" slide lecture
Global Futures Game demonstration
College of Marin, Kentfield, California 94904
Contact: Sydney Rachel Goldstein, Director, Public Events.

May 8, Massachusetts
Futures Workshop: Global Futures Game
Bradford College
Haverhill, Massachusetts 01830
Contact: Valerie Restivo

May 17 & 18, 1974, New Jersey
"Science Fiction: Fantasy and Fact"
coordinated by the Program for the Study of the Future, Kean College of New Jersey:

This is a two-day conference on science fiction. "Outstanding science fiction writers from the Western world will be in attendance. It is hoped that in addition to American and Western European writers the presence of science fiction writers from Eastern Europe and Asia will give the gathering a genuinely international character.

"Writers and students of science fiction will examine various aspects of the subject such as literary value, ethical and social critiques, and problems of dramatic and cinematic production.

"The general format of the conference will be a key presentation followed by a panel discussion for each of the five major sessions."

For more information, contact: Howard F. Didsbury Jr., Program for the Study of the Future, Kean College of New Jersey, Union, NJ 07083. Telephone: 201-527-2077

EDITORIAL

In these last three Newsletters (#5,6 & 7), we have reviewed a wide variety of individual and organizational efforts in what has been called futuristics, futurology, futurism (not to be confused with the period of art earlier in this century), or simply future studies. This new discipline (called by some the "ultimate discipline"since it incorporates so many others) had its origins in the late 60's indicated by the foundation of the World Future Society in 1966 and the publishing of its bi-monthly, "The Futurist," in 1967, and then the publishing of Alvin Toffler's best seller Future Shock in 1970 (he coined the term in a "Horizon" magazine article in 1965).

Toffler's The Futurists (Random House 1972) "reflects what constitutes the emerging 'establishment' within the futurist movement. Like everything else, even an 'establishment' takes form at an accelerated pace these days. Even though the movement is hardly a half decade old the time is already ripe for the appearance of a 'counter-establishment.'" Well, here we are.

Conspicuously absent from these Newsletters are the "think-tanks" such as the RAND Corporation, Stanford Research Institute, and the Institute for the Future. [These are well covered in W.W.Simmons' "Planning Briefs" (1973), 22 Greenwich Plaza, Greenwich, Conn. 06830.] I believe that there is a significant difference in values, as well as in size and resources, between the emerging futures groups and the better known "think tanks." The larger research and development organizations, whether profit or non-profit, are supported by industrial and governmental contracting. The "problems" they address have usually been predefined by the client. In contrast many of the newer groups, such as Earthrise, are seeking out and stating what they see as the priority problems, globally and locally, and then are searching for ways of supporting themselves financially.

This altruistic approach creates highly speculative situations. The "success" of Earthrise, for example, is questionable both in terms of dollars and social impact, but our efforts are very important. There are no success models from which we choose to pattern our organizational management. There has never been an Earthrise or a Futures Lab (for reasons we may yet discover). Earthrise is a real-time simulation for groups yet to evolve. The groups that will evolve in the future will have more examples and models from which to build.

Our efforts have been greatly enhanced by the unusually high level of cooperation among futurists. There is little egocentric competition so prevelant in other fields of research and design. It has been our experience that synergy can work among groups, even among fledging futures groups struggling for survival. -TC-

THE FUTURE BOOK

The idea of 'The Future Book' is to provide a reference guide to anyone becoming interested in futures and to those already working in this area. There are already several undertakings in specific areas of futures such as: the World Institute Futures Education Survey, being compiled by Michael Marien [mentioned on page 44 of this Newsletter]; Dr. Jay Mendell's Collaborator's Exchange, a feature of THE WORLD FUTURE SOCIETY BULLETIN; David C. Miller's ADVENT document "Futures Studies and Research Learning Resources Guide"; and W.W. Simmons' 'Exploratory Planning Briefs'. 'The Future Book' will provide a guide to these and other works with the intent to get it all together in the area of futures.

Because of the large constraints of money and manpower, 'The Future Book' will remain in the state of 'becoming' for the near future. However, the last three Earthrise Newsletters are a beginning of the process of getting information of what's going on in futures out to our readers.

Briefly, 'The Future Book' is seen as a series of documents compiled under the general areas of:

Part One: An Introduction to Futurology,
The Year 2000 Idea,
A Futures Bibliography: Organizations & People,
A Futures Bibliography: Science Fiction & Science Fact.
Part Two: Futures Research: Philosophy & Tools
Forecasting Techniques.
Part Three: Futures Education: Curricula Bibliography
[illegible] graduate,
Part Four: Futures Design:'Applied Futuristics'
'Tomorrows & 2000s'
Communication of research and education,
Part Five: Supplement: Annual/periodic update of parts One through Four.

These areas parallel the working premise of Earthrise, and provide a framework for categorization of the many types of work being done in futures. The more we learn about futuristics, the more we find people and resources dealing with specific areas of futures studies who are not known to one another. In the process of continuing our own work, we can assist others interested in futures by sharing our collected information.

This will be a continuing project for Earthrise. We need your help in finding out what's going on in your particular area of futures interest, and what people and resources you need to continue your work.

Please send us information about any aspect of futures on which you are working, or people and resources which are available for futures information. As 'The Future Book' progresses, we will continue to keep you informed through this Newsletter. We are open to suggestions -- please suggest.

- R.K. -

Earthrise is an educational corporation engaged in futures research, education and design. We have taken much of our direction and inspiration from the ideas and integrities of R. Buckminster Fuller, and seek to extend his World Game Philosophy through practical applications towards the betterment and fulfillment of all humanity -- making 100% of humanity a complete success on Spaceship Earth.

A tax exemption has been granted Earthrise as a non-profit educational and scientific corporation as described in Section 501(c)(3) of the Internal Revenue Code. This enables Earthrise to Receive tax deductible gifts and grants.

This issue of the Earthrise Newsletter was compiled and written by Thomas Carleton with contributions by Russell Kolton.

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The Earthrise Newsletter is available at $5.00 per year for approximately 10 issues ($3.00 per year for students). Membership at $10.00 per year ($6.00 for students) entitles you to all Earthrise Documents plus the Newsletter for one year.

Back issues of this newsletter are available for 50¢ each.

#01 A review of proposed projects in futures research, education and design. Description of ER World Model and R.I. 2000 Project.

#02 Description of ER Workshops, ER 'Field Experience', Advisory Group. Definition of 'world gaming,' document series and scenario building.

#03 Review of ER management for first fiscal year and projections for next. Description of Futures Lab, R.I. 2000 update, Hawaii Conference on Health.

#04 World man/World environment Workshop announcement. Definition of futures design, syllabus for seminars 'Design Process' and 'Applied Futuristics'.

#05 Review of 18 Futurespeople/Futuresgroups across the country.

#06 Review of current state/regional futures programs, 'Tomorrows and 2000s'.

#07 'Futures Education: Studying Tomorrow Today', review of current status of futures education in the country.